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Noe Middle School Lesson Plan

Español: Presentar

Objetivo: Yo puedo presentarme a los otros personas.

Yo puedo decir que me gusta hacer.

Making name tags.

Introductory: Read each vocabulary word in Spanish and students repeat after.

Activity 1. Presenting words used in sentences and the context of the vocabulary.

Distribute handouts so students can use the vocabulary chart to understand the conversation. Introduction to the vocabulary: Read the vocabulary words out in spanish only and have students repeat. Then group members use script to hold a conversation using the vocabulary.

Activity 2. Students practice using the Spanish vocabulary in sentences.

Put the flashcards in the middle of the table and mix them up. One by one, each student should pick a card. Then, make and speak a sentence using the word or the phrase on the card.

Activity 3. Fun game to help students remember the words.

Act out a specific action that matches one of the cards. Lay out several flashcards to choose from and allow the students to pick the one which they believe is right, then correct them if needed.

Directions in English

Introductory Activity: Repeat after each word to practice the pronunciation.

You should be following along with your vocabulary chart.

Activity 1: Now listen to the conversation.

You may refer to the vocabulary chart during the conversation.

Activity 2: Choose a card from the pile.

Try to use that vocabulary word in a sentence.

Activity 3: Look at the action being acted out.

Try to identify the action as one of the vocabulary words.

Look for it in the pile.

Project: Now for next time, research 20 words for foods in Spanish. Think about your favorite foods. What foods do you like? What foods do you not like? Put them on notecards with the English word on the front, and the matching Spanish word on the back.

You can use these resources to help you:

* <http://www.spanishdict.com/>
* <http://www.spanishvocabulary.ca/foods/food_vocabulary_in_Spanish.htm>
* <http://www.learn-spanish-amigos.com/food-in-spanish.html>

Once you’ve done that, you’re ready for a challenge. Imagine that you are making dinner for a friend. What do you want to make? Think about the things you like to eat or drink for dinner. Do you like fruits or vegetables? Will there be dessert? Write a shopping list in Spanish of at least 10 foods you need to buy to make dinner. Make sure to give your shopping list a title in Spanish.

Vocabulario

|  |  |
| --- | --- |
| Me llamo \_\_\_\_\_ | I am called \_\_\_\_\_  (My name is \_\_\_\_) |
| Se llama \_\_\_\_\_\_ | He or she is called \_\_\_\_\_  (His/Her name is \_\_\_\_\_) |
| ¿Como te llamas? | How are you called?  (What is your name?) |
| ¿Como se llama? | How is he/she called? |
| mucho gusto | Pleased to meet you |
| igualmente | Nice to meet you |
| Encantado/a | delighted |
| ¿De dónde eres? | Where are you from? |
| Soy \_\_\_\_\_, porque soy de \_\_\_\_\_    Ex.  Soy peruano, porque soy de Perú.  Es peruano, porque es de Perú.  Soy cubano, porque soy de Cuba.  Es cubano, porque es de Cuba. | I am \_\_\_\_, because I am from \_\_\_\_.      I am Peruvian because I am from Peru.  He/She is Peruvian because he/she is from Peru.  I am Cuban because I am from Cuba.  He/She is Cuban because he/she is from Cuba. |
| Me gusta \_\_\_\_\_\_ | I like \_\_\_\_\_\_. |
| Le gusta \_\_\_\_ | He/She likes \_\_\_\_\_\_. |
| practicar deportes | to practice sports |
| dibujar | to draw |
| pintar | to paint |
| tocar un instrumento | to play an instrument |

Hola clase, vamos a aprender nuevas palabras en español. Ustedes pueden usar el gráfico con el vocabulario para entender la conversación.

Group members make sure to read slowly and act out the words (if possible).

A: Bueno, **me llamo** \_\_\_\_\_.

(to group member B) **Como te llamas**?

B: **Me llamo** \_\_\_\_\_.

A: **Igualmente**! (Shaking hands)

B: **Mucho gusto**.

C: Hola \_\_\_\_. (pointing at B) **Como se llama?**

A: **Se llama** \_\_\_\_\_.

C: Hola \_\_\_ (to group member B). Me llamo \_\_\_.

B: Hola \_\_\_\_. Estoy **encantado/a** de conocerte.

A: **¿De dónde eres?**

B: **Soy \_\_\_\_\_ porque soy de \_\_\_\_\_.** Y tu?

A: **Soy \_\_\_\_ porque soy de \_\_\_\_\_\_.**

C: Que te gusta hacer?

A: **Me gusta practicar deportes**. (acting out).

Tambien, **me gusta tocar un instrumento**. (act out)Y tu?

C: **Me gusta dibujar** (acting out)

(to group member B, pointing at D) **Le gusta** practicar deportes. Me gusta dibujar. Que te gusta hacer?

B: **Me gusta pintar**. (act out)

Project Rubric:

Note Cards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Element | 5 points | 4 points | 3 points | 2 points |
| Requirements | At least 20 notecards completed | At least 15 notecards completed | At least 10 notecards completed | At least 5 notecards completed |
| Content | Content is correct with no errors | Content is mostly correct with few errors | Content is mostly correct, but minor errors are common | Content includes several key errors that will affect learning |
| Spelling and Accents | Spelling is correct with no errors | Spelling is mostly correct with few errors | Spelling is mostly correct, but errors are consistent | Spelling includes several key errors that affect learning |

Total: \_\_\_\_\_\_/15 points

Shopping List:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Element | 5 points | 4 points | 3 points | 2 points |
| Title | - | - | - | Title is present |
| Appearance | - | - | Shopping list is neat, and legible | Shopping list is somewhat neat |
| Requirements | At least 10 items listed | At least 8 items listed | At least 6 items listed | At least 4 items listed |
| Spelling and Accents | Spelling is correct with no errors | Spelling is mostly correct with few errors | Spelling is mostly correct, but errors are consistent | Spelling includes several key errors that affect learning |

Total: \_\_\_\_\_/15 points